

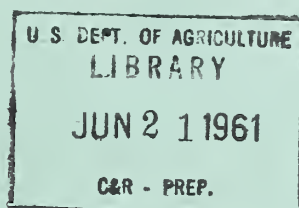
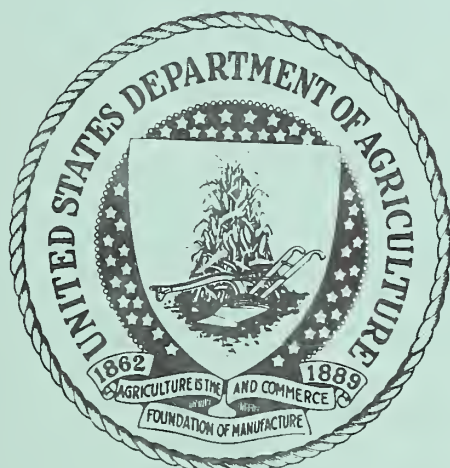
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Improved

Management Skills and Practices



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A TAM Workshop

Atlantic City N.J.

May, 1960

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FOREWORD

Due to limited space, the recorders, in conjunction with the Editorial Committee, have made no attempt to print the papers in their entirety. The summaries of the speeches as they appear in this digest contain the highlights of the papers as the recorders saw them. Insofar as the "buzz" sessions are concerned, it was impossible to do more than give a brief resume.

Realizing that the U. S. Department of Agriculture is one of the largest, most complex businesses in our country, the Secretarial Committee for Promulgating Training in Administrative Management (T.A.M.) has initiated action for this training. The T.A.M. Workshops have been a giant step toward the goal of better management in Government.

While the T.A.M. Workshop at Atlantic City during the week of May 9-13, 1960, may not have provided all the answers to all the questions of good management, it did provide a profound inspiration to the participants to devote their energies in the direction of improved Human Relations, inspired leadership, effective training of subordinates, and a better understanding of the broader aspects of public administration. The organization of this Workshop was ideal. The speakers that were selected came from institutions of higher learning and responsible levels in Government. These men were well qualified in their respective fields of endeavor.

The Workshop created an atmosphere for intense thinking, self-analysis. The seeds of wisdom and many ideas were planted in the minds of the participants. These sessions provided the incentive to become more efficient in Administrative Management skills.

There is no doubt that we have felt the dynamic stimulation that derives from the brotherhood of accepting common challenges and working together to achieve an idealistic goal. The final chapter of this report will not be written as long as there are men to accept these challenges, carry them forward to the best of their abilities, and pass them on to younger, more able minds in new generations of managerial personnel.

ACKNOWLEDGMENT

The Editorial Committee of the T.A.M. Workshop takes this opportunity and this means to acknowledge the special effort and hard work that went into the preparation and direction of our Workshop by the Steering Committee:

Dan Alfieri	Charles W. McDougall
Harry Branch	J. R. Porteus
Gordon G. Butler	H. Earl Propst
Edmund J. Evans	Roy Tipton
James B. Fawcett	Chester J. Tyson, Jr.
W. C. Hackelman	Richard D. Williams
William J. Jones	

The Workshop participants appreciate the accommodations that were provided.

A special commendation is made for the selection of the speakers. We were impressed by the sincerity, wisdom and dynamic presentations of the accomplished speakers. The ideas imparted to the group will be useful in the challenge ahead.

For assistance in the preparation of this report, a special "thank you" goes to Miss Rita Jaken, ASC, New Brunswick, N. J.

The Editorial Committee





Standing, left to right: F. R. Gossiaux, R. W. Keiser, L. L. Davenport, E. F. O'Brien, T. R. McMinn,
 E. E. Nordberg, H. F. Schadlich, J. D. Hatton, L. C. Cliffin, F. C. Tilghman,
 H. M. Kenyon, H. Kushlan, D. H. Turp, G. E. Fowler, J. P. Engle, M. L. Van Doren,
 R. C. Hess and P. A. Chaloux.

Sitting, left to right: E. M. Carlucci, H. E. Propst, C. J. Tyson, R. Tipton, W. J. Jones, B. Deeny,
 M. H. Holliday, W. J. Corey, M. Ramsay and E. J. Evans.

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Mr. M. Lloyd Van Doren
Agricultural Stabilization and Conservation, CSS
New Brunswick, N. J.

Mr. Roy W. Burnham
Plant Quarantine Div., ARS
New York, N. Y.

Mr. Burnham registered; however, due to illness, he was
unable to attend any of the sessions.

METROPOLITAN NEW YORK - NEW JERSEY
TAM WORKSHOP
MADISON HOTEL, ILLINOIS AVENUE, ATLANTIC CITY, N. J.
Week of May 9 - 13, 1960

Chairman and Discussion Leaders

Monday	9:00 A.M.	W. J. Corey - AMS
	2:30 P.M.	E. F. O'Brien - CEA
Tuesday	8:30 A.M.	F. R. Gossiaux - FHA
	1:30 P.M.	D. H. Turp - ASC
Wednesday	8:30 A.M.	L. C. Giffin - AMS
	1:30 P.M.	P. A. Chaloux - ARS
Thursday	8:30 A.M.	H. F. Schadlich - AMS
	10:30 A.M.	G. E. Fowler - ARS
	1:30 P.M.	T. Reed McMinn - CEA
	3:15 P.M.	J. D. Haddon - AMS
Friday	8:30 A.M.	Betty Deeny - AMS

Recorders

E. M. Carlucci	Monday	A.M.	Opening Address and Objectives of Workshop C. O. Henderson
Edmund J. Evans		P.M.	Toward a Broader Understanding of USDA C. E. Wylie
R. W. Keiser	Tuesday	A.M.	The Management Job Ahead of Attaining Management Excellence A. J. Holmaas
R. C. Hess		P.M.	Human Relations and Motivation P. Davis
L. L. Davenport	Wednesday	A.M.	The Art of Decision Making M. H. Holliday, Jr.
M. L. Van Doren		P.M.	Group Dynamics in Leadership E. Amidon

E. E. Nordberg	Thursday	A.M.	Communications in Management S. R. Smith
F. C. Tilghman		A.M.	Selecting, Developing and Retaining Tomorrow's Managers L. W. Koenig
J. P. Engle		P.M.	Organization and Levels of Authority W. A. Minor
H. Kenyon		P.M.	Promoting Public Relations P. Alampi
H. Kushlan	Friday	A.M.	Management Controls W. Oncken, Jr.

Editorial Committee

H. Earl Propst, Advisor
W. J. Corey
L. C. Giffin
Dr. P. A. Chaloux
D. H. Turp
J. P. Engle

Advisory Steering Committee

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T. Reed McMinn
H. Kushlan
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SECOND METROPOLITAN NEW YORK AND NEW JERSEY
TRAINING IN ADMINISTRATIVE MANAGEMENT WORKSHOP
Madison Hotel, Atlantic City, N. J.
May 9 to 13, 1960

AGENDA

THEME OF THE WORKSHOP - IMPROVED MANAGEMENT SKILLS AND PRACTICES

Monday, May 9

Morning Session 8:30 - 12:00

Introductions - H. Earl Propst, State Administrative Officer, ASC

Welcome Address - County Agent, John Brockett

Opening Address and Objectives of Workshop
Christopher O. Henderson, Chief
Training and Employees Services Division
U. S. Department of Agriculture

Getting Acquainted with Participants, Their
Agencies and Jobs

Summaries of Agency Activities by
Representative Participants:

W. J. Corey	Office of New York-New Jersey Milk Market Administrator
P. A. Chaloux	Animal Disease Eradication
T. Reed McMinn	Commodity Exchange Authority
E. J. Evans	Fruit and Vegetable Division
M. Ramsay	Plant Quarantine
M. L. Van Doren	Agricultural Stabilization and Conservation
F. C. Tilghman	Fruit and Vegetable Division
R. W. Keiser	Farmers Home Administration
J. D. Hatton	Meat Inspection Division
L. C. Giffin	Dairy Division - Dairy and Poultry Market News
E. E. Nordberg	Agricultural Estimates Division
H. Kenyon	Fruit and Vegetable Division
R. C. Hess	Grain Division

Afternoon Session 1:30 - 5:00

Explanation of Workshop Procedure
William J. Jones, Chairman

Monday, May 9

Afternoon Session (Continued)

Toward a Broader Understanding of USDA
C. E. Wylie, Assistant Director
Office of Administrative Management
U. S. Department of Agriculture

Tuesday, May 10

Morning Session 8:30 - 12:00

The Management Job Ahead of Attaining Management
Excellence

Arthur J. Holmaas, Director
Budget and Finance Division, AMS
U. S. Department of Agriculture

Afternoon Session 1:30 - 5:00

Human Relations and Motivation
Parker Davis, Clinical Psychologist
Rutgers University

Wednesday, May 11

Morning Session 8:30 - 12:00

The Art of Decision Making
Malcolm H. Holliday, Jr.
Assistant Administrator (Operations)
Farmers Home Administration

Afternoon Session 1:30 - 5:00

Group Dynamics in Leadership
Edmund Amidon, Group Dynamics Center
Temple University

Thursday, May 12

Morning Session 8:30 - 12:00

Communication in Management
Sylvester Smith, Director
Fruit and Vegetable Division, AMS
U. S. Department of Agriculture

Selecting, Developing and Retaining Tomorrow's
Managers
Louis W. Koenig, New York University
New York, N. Y.

Thursday, May 12

Afternoon Session 1:30 - 5:00

Organization and Levels of Authority

W. A. Minor, Assistant Administrator
Management
Foreign Agricultural Service
U. S. Department of Agriculture

Promoting Public Relations

Philip Alampi, Secretary
State of New Jersey Department of Agriculture

Friday, May 13

Morning Session 8:30 - 12:00

Management Controls

William Oncken, Jr.
Richardson Bellows, Henry & Company, Inc.
New York, N. Y.

Workshop Evaluation

Eugene M. Carlucci, AMS
James P. Engle, AMS
Harry M. Kenyon, AMS
Maynard Ramsay, ARS
Frank C. Tilghman, AMS
M. Lloyd Van Doren, ASC

OPENING ADDRESS

SUBJECT: OBJECTIVES OF THE TAM WORKSHOP

SPEAKER: MR. C. O. HENDERSON, CHIEF
DIVISION OF TRAINING AND EMPLOYEE SERVICES
OFFICE OF PERSONNEL, USDA

Born and raised on a farm in Pontotoc County, Mississippi; BS, Agricultural Education, Mississippi State University 1922; MS, Rural Education and Agricultural Economics, Cornell University 1933; one year graduate work, Land Economics, University of Wisconsin, 1939; taught vocational agriculture and supervised vocational agricultural teachers, Mississippi 1922-34; Land use planning and research BAE 1934-42; came to Washington as Chief, Training Division, Office of Personnel, 1942, and has remained in this type of work since; served 4½ months as consultant to West German Government on in-service training, 1951.

The objectives of the TAM Workshop, as agreed to by the Department's Management Improvement Committee, are:

- (1) To aid USDA administrators to acquire management skills and strengthen their knowledge of sound management practices.
- (2) To assist USDA administrators in gaining a practical understanding of the Department, its agencies and programs.

Mr. Henderson pointed out management is primarily concerned with three problems:

- (1) What we are expected to do.
- (2) Why we do it.
- (3) How is the best way to get it done.

Good management is more essential today because of the rapid development of technology. There has been rapid advance in the field of engineering and agriculture is not without its change. New pesticides are being discovered, new and improved machinery has replaced the horse and is making real headway toward replacing the farmhand. It has been predicted that there will be continued decrease in numbers on farms during the next ten years; however, we are constantly being reminded of our ability to produce surpluses which are a major problem. Automation has

come to Agriculture. This rapid change in Agriculture can be upsetting because along with the change in technology, must come adjustments in the responsible organizations and personnel. For this reason, flexibility is the order of the day. Managers must keep up to date on and anticipate important technological developments and plan toward their use.

The purpose of the Department is inscribed over the entrance of the South Agriculture Building in these words "BEST POSSIBLE SERVICE TO THE PUBLIC - DEDICATED TO THE SERVICE OF AGRICULTURE FOR THE PUBLIC WELFARE." It is essential for a good manager to have an understanding of the mission or purpose of the organization, as well as managerial ability.

The need for the civil servant to be properly indoctrinated in his responsibilities as a public servant has been emphasized from the beginnings of our Government. President Washington established something of a creed along this line as illustrated by this statement "In every act of my administration, I have sought the happiness of my fellow citizens. My system for the attainment of this object has uniformly been to overlook all personal, local and partial considerations: to contemplate the United States as a whole" (According to Mr. Henderson, this was taken from Page 100, the Federalists, by White.)

Other Qualities Prescribed by Washington Were:

- (1) Planning and System - Forethought and arrangement will guard against the misapplication of labor, and doing it unseasonably.
- (2) Timing - In all important matters, deliberate maturely, but execute promptly and vigorously.
- (3) Avoidance of Detail.
- (4) Integrity - This is actually composed of four ingredients which also help in our fight against communism today.
They are:
 - (a) Honesty
 - (b) Intelligent Good Will
 - (c) Purity
 - (d) Unselfishness

It was expressed that the Department needs to develop good executives. However, there is no concrete way to determine managerial material; consequently, we must start doing things and trying new ideas. For example, what do we know about decision making, a primary task of management? Our understanding of the process is very limited. We know intelligence, well-rounded experience, and an understanding of people are necessary - NOT MUCH ELSE.

"Work Supervision in Government is the weakest link in the management process. For effective manpower utilization, supervisors must do more to release the maximum capacities of the individuals."

Other constructive steps are:

- (1) Use better standards for selecting middle and top management people.
- (2) Identify and develop them early in their careers.
- (3) Don't leave them in jobs that waste their time.

The Department Management Improvement and the TAM Work Group Committees are convinced the efforts which you put into their workshops will pay dividends to you personally and more especially to the public by providing better managed service.

No one expects this workshop to provide any one of you everything you want as an aid to improving your managerial skill; however, at the end of the week, you will agree that the two objectives mentioned at the beginning have been partially met. It is hoped you will be encouraged and even inspired to pursue the goal of better management through reading, taking other training whenever possible and more especially, with the help of your boss, try out on your job as many of the ideas as possible.

Recorder:
E. M. Carlucci, AMS, F&V Div., Regulatory Br.

MONDAY AFTERNOON - MAY 9, 1960

SUBJECT: TOWARD A BROADER UNDERSTANDING OF U.S.D.A.

SPEAKER: CHARLES E. WYLIE, ASSISTANT DIRECTOR
OFFICE OF ADMINISTRATIVE MANAGEMENT
U. S. DEPARTMENT OF AGRICULTURE

Charles E. (Ernie) Wylie began his career in the United States Department of Agriculture approximately twenty-five years ago, in the Resettlement Administration, in Lansing, Michigan. He worked in the Regional Office of the Farm Security Administration in Milwaukee, Wisconsin; and later in that agency's Cincinnati, Ohio headquarters. Mr. Wylie's Washington career includes management service in the Department's Office of Budget and Finance, in the Office of Food Programs, Foreign Economic Administration, and in the Production and Marketing Administration and the Commodity Stabilization Service. He has been Assistant Director of the Department's Office of Administrative Management since July 1, 1958.

The forepart of Mr. Wylie's address traced the origin and growth of the Department of Agriculture. He pointed to the continuing changes in agriculture in general and in the age of the "Jet," the urgent need for continued changes in the management of such an organization. He dwelt on the Department objectives and programs, such as being charged by law with promoting agriculture in its broadest sense. The object of the Department's action, research and educational programs are efficient production and distribution of essential food and fiber, wise conservation of natural resources, sound stabilization of farm prices and earnings, scientific investigation of more modern methods, regulation of markets and trade in farm products and facilities, and vital information to farmers and the consuming public. It carries out its work in approximately seven-thousand five-hundred offices at four-thousand different locations throughout the Nation.

The basic functions were dealt with in three general terms, (1) Research, (2) Educational and (3) Action.

Within the framework of the Office of the Secretary, he outlined the thirteen operating agencies and eight Staff office functions. He explained this with a breakdown as to number of personnel and the amount of money involved in each function.

Reorganization Plan No. 2 of 1953, approved by Congress, gave to the Secretary functions previously vested in other officials, the power to delegate authority to subordinates, and sanctioned internal adjustments of organization.

This type of organization provides policy direction from the Office of the Secretary and program performance in operating agencies.

In summary, USDA organization is a strong framework for continued effort in our sector of the public service.

The group thus submitted questions to the speaker divided in these three levels:

- (1) One thing I would like to better understand about USDA.
- (2) Name one idea that the Department might do to broaden my understanding.
- (3) General questions.

Due to lack of time, only No. 3 was recounted in general on a variety of subjects such as:

- (A) The Matter of Budget - where organizations and how handled.
- (B) Flood Control - limited in scope due to Congress.
- (C) Appointments to National Advisory Committees - are made by the President. Other members appointed by the Secretary.
- (D) Why doesn't the Field hear more from Washington in Records Management - lack of personnel.
- (E) Why can't better use be made of Federal-State inspectors upon completion of their seasonal assignments.
- (F) Crop Insurance - in the process of gathering more experience.
- (G) There are detailed Job Descriptions for all employees within the respective agencies.
- (H) USDA Clubs are a big help in furthering the field information of the Department.

Several pamphlets and books were mentioned as being useful on the above subject and are carried, along with others, in another section:

The Policies of Agriculture - Charles M. Hardin
Agriculture Handbook #76 - Directory of Organizations
of Field Activities of the
Department of Agriculture

A Guide to Understanding
the U. S. Department of
Agriculture - Office of Personnel,
Rev. Feb. 1960

Recorder:

E. J. Evans, AMS, F&V Div.

TUESDAY MORNING - MAY 10, 1960

SUBJECT: THE MANAGEMENT JOB AHEAD

SPEAKER: ARTHUR J. HOLMAAS, DIRECTOR
BUDGET AND FINANCE DIVISION, AMS
U. S. DEPARTMENT OF AGRICULTURE

Mr. Holmaas is Director of Budget and Finance Division of the Agricultural Marketing Service. He is a farm-reared native of Minnesota. He graduated with superior honors from Moorhead State College, Minnesota, with a Bachelor of Education degree in political science and history, in 1938. He later completed his Master's degree in Public Administration, with emphasis on economics, at the University of Minnesota. He came to Washington in 1940 as a Public Administrative Intern with the National Institute for Public Affairs. He has also done graduate work at the American University, Washington, D. C.

He is a former public school teacher. Since early 1941, with the exception of military service in World War II, he has served in various management and program positions in USDA. He received the Department's Superior Service Award in 1957.

He is active in PTA, Boy Scouts, and civic activities in Fairfax County, Virginia, where he now resides with his wife and four children.

The speaker opened his lecture by stating the objectives of the Workshop are to gain a broader knowledge of USDA and how to attain excellence in the job of management. The individual's purpose is to get ideas to attain an A+ rating as a manager.

Important management concepts are:

- (1) Establish your objective.
- (2) Plan an approach.
- (3) Work your plan.
- (4) Manage time wisely.
- (5) Make decisions.

Clues to management concept are:

- (1) Effective communication.
- (2) Motivation.
- (3) Analyses of ideas.
- (4) Absorption and assimilation of ideas.
- (5) Creativity.

The speaker requested the group to individually write a definition of a "manager." The objective of the question was to prove that the definition would differ with individuals. Mr. Holmaas stated "A manager in Government is any employee who has a job supervising or dovetailing a number of parts, processes or forces in any manner which will obtain an objective."

Organized activity is divided into five M's: Mission, Manpower, Material, Money and Management (the most important).

Management excellence is attained when everyone in the chain of command strives to perfect way to more efficiently accomplish his mission. Mr. Holmaas then used certain improvement efforts made in the Agricultural Marketing Service as examples of improvement gained through effective management techniques. He also stated "A manager is excellent who, on a sustaining basis, accomplishes his program mission effectively, efficiently and economically."

There is emphasis in Government on providing better answers to complex economic and social problems, reducing growth in Government employment and reducing growth in Government costs. The speaker then divided the class into five groups and asked them to provide five principles or conditions that are conducive to attaining improvement in an organization. The answers received from each group were good, but differed slightly because of different interpretations of the question. However, it was pointed out that answers to this question would vary according to the background and experience of the individual. The AMS was again used as an example as to how the agency would be seen to different individuals: to some - representing numbers of employees, to some - money, and to others - service.

Any multi-functional agency, such as the AMS, can only operate properly through the chain of command with delegated responsibilities.

Some aspects of the AMS management philosophy and policy include:

- (1) A defined concept of mission.
- (2) Emphasis on development of effective programs.
- (3) Decentralization.
- (4) Leadership at the top.
- (5) Freedom of jurisdiction within budgetary allotments.
- (6) Recognition of performance.
- (7) Interest in employee welfare.
- (8) A concept of active assistance and of service to the program.
- (9) Internal audit is a means of measuring program effectiveness.
- (10) Preservation of continuity of the organization to permit the development of management improvement from within.

Some of the tools for development of improvements in program and administrative management are:

A. Employee Development

- (1) At the top.
- (2) At the bottom.
- (3) In between.
 - (a) Through the means of staff meetings, instruction, workshops, etc.

B. Improvement of Work Methods and Processes

- (1) The use of survey teams to review, evaluate and improve internal arrangements, methods and procedures.
- (2) Workshops to improve press releases and publications.
- (3) The Employee Suggestion Program.

C. Improvements in Media for Processing Data

- (1) The use of machines or gadgets to increase efficiency.
- (2) The selection of methods which will get the desired requirements with reasonable adequacy, efficiency, economy and dispatch, currently and in the prospective future.

AMS examples in crop reporting and the Poultry Division, through the use of electronic processing, were used to exemplify the above improvements.

D. Improvement in Communications

This includes improvement in letter writing, procedural issuance and communication in the office, between offices and the dissemination of information to the public.

E. Improvement in Paperwork Management

The manager in Government must be concerned with providing a more effective program and service with less manpower and costs. To be effective, the manager must analyze his approach, check against new developments, evolve a dynamic personal and official management philosophy and develop awareness and readiness through his organization.

Specific points in personal management philosophy and administrative and management improvement are:

- (1) Emphasize quality performance.
- (2) Delegate authority.

- (3) Assign responsibility, but support the decisions.
- (4) Recognize the accomplishments of subordinates.
- (5) Be flexible and change for improvements.
- (6) Recognize the welfare of subordinates.
- (7) Utilize staff specialists.
- (8) Be just and forthright in your leadership.
- (9) Supervise, then supervise.

The manager will need to assimilate concepts of:

- (1) Automation.
- (2) Training Programs.
- (3) Performance Rating and Promotion.
- (4) The Morale Factor.
- (5) Personnel Benefits.
- (6) Incentive Awards and Employee Suggestions.
- (7) Defense Readiness.
- (8) Freedom of, but Accountability for, Decisions.
- (9) Concern with Fund, Employment and Position Control.
- (10) Self-Appraisal and Development.

The last item of discussion was self-appraisal. This should be considered with a goal towards improvement, rather than merely to justify present conduct or performance. Mr. Holmaas made available a set of standards or virtues essential for effective self-appraisal of performance.

This instruction was terminated with the film "The Eye of the Beholder," which dramatized the fact that as individuals, because of our background and personality, we see the same incident or circumstance with a different concept - many times of what we believe to be factual.

Recorder:

R. W. Keiser, FHA, County Supervisor

TUESDAY AFTERNOON - MAY 10, 1960

SUBJECT: HUMAN RELATIONS AND MOTIVATION

SPEAKER: DR. FRANK PARKER DAVIS, JR.
CLINICAL PSYCHOLOGIST
RUTGERS UNIVERSITY

Originally from Dayton, Ohio, Dr. Davis is currently on the staff of Rutgers University, New Brunswick, N. J. He is the recipient of a B.S. from Northwestern University 1927; an M.A. from the University of Texas 1940 and a Ph.D from the same university in 1943. Professional experience includes: Instructor in Psychology - Stephens College, Columbia, Mo. 1943-44; Chief Clinical Psychologist, Training School, Vineland, N. J. 1944-46; Clinical Psychologist, Dean of Men's Office, Asst. Professor in Psychology, Rutgers University since 1946.

Dr. Davis holds membership in the American Psychology Association, American Association Mental Deficiency, American Association of University Professors, Phi Delta Kappa and Beta Theta Pi. In addition to the afore-mentioned associations, he is also listed in the National Roster of Scientific and Specialized Personnel.

1. NOTES FROM A USDA MEETING

In order to have a better idea of the management operations in USDA, Dr. Davis arranged for a meeting with representatives from agencies which would be sending participants to the Workshop. Dr. Davis pointed out there was not sufficient time to explore all of the aspects of the problems.

The question "Where do your major psychological problems lie and what are they?" was put to the group of seven men. From statements made, it was concluded that the problem was within the USDA.

A second question "What would you consider as major causes of these problems?" developed that causes did not lie in salary, promotion, turnover, and tension-type work.

The following causes were given:

- (1) Lack of knowledge of operation and assignments by men of other areas.
- (2) Understaffing and overloading of work.

- (3) Frequently men do not understand clearly what is expected of them.
- (4) Men do not know where they stand with their superiors. Are they doing well, or poorly? Are they in line for promotion?
- (5) Programs of training not sufficiently rich.
- (6) Discontent among some because of not having "handled" or "managed" well. (This was Dr. Davis' expression of an idea brought out.)
- (7) Employees not told by superiors the major reason for decisions affecting them.

In this discussion, it was indicated that it would be desirable to have more college-trained men coming into the work. Dr. Davis felt it would be a poor trade to sacrifice men with first-hand background experience in order to get college men.

2. HUMAN NEEDS AND MANAGEMENT

Neither the problems, nor the solutions of human relations are simple. The question of personality is central to successful management. A very deep understanding of human personality, behavior, emotions and motivation - the why and what of it - may not help the administrator as much as he might be led to believe. It is difficult for the psychologist to transmit to the administrator, knowledge that is understandable and usable in reference to administration.

A guide was suggested - an understanding of personality only to the depth where it aids administration and no further. The job of the administrator is to administrate. No attempt should be made to investigate the causes of undue anxiety, loneliness or status drives which appear in an employee. Dr. Davis summed up this point with the following:

"In the field of personality psychotherapy, fools and college undergraduate majors in psychology rush in where angels fear to tread."

An administrator should not attempt to go below surface levels to understand the personality makeup of his men.

Psychologists have attempted to classify human needs for a long time, but have had much disagreement. For our needs, we can use the following four wishes: for Security, for Recognition, for Response from one's fellows, and for New Experience.

The techniques of management need the support of mutual faith, trust and confidence in the organization. The primary responsibility is to get the job done. The relationships between people doing the job is secondary.

3. THE ADMINISTRATOR'S DILEMMA

A dilemma is defined as "a situation requiring a choice between equally undesirable alternatives."

There is no easy solution to the administrator's dilemma which on the one hand makes him responsible for directing the less able and less experienced and on the other hand, obligates him to respect his staff members' independence and integrity.

What can be done about it? To begin with, he must have a clear understanding of the problem. Secondly, he must recognize the value of training programs. The problem of directing and being directed is made easier if the reasons for doing a thing a certain way are made clear. Thirdly, by contacts with the field below and by direct experience with the field above. Fourthly, an adequate philosophy of life is essential, especially that gained by experience and hard knocks. Fifthly, by understanding the psychology of human personality.

A final suggestion for solving this dilemma is by training in a responsiveness to the emotional states and emotional needs.

RECOMMENDED READING

1. "Personality" - Gordon W. Allport
2. "Counseling and Psychotherapy" - Carl Rogers
3. "The War Lover" - John Hershey
4. "Can Farmers be Saved From Politician Friends" - Economic News, Vol. III, No. 4, April-May 1960. Published by American Institute of Economics Research, Great Barrington, Mass.

COMMENTS DEVELOPED IN "BUZZ" SESSIONS

Dr. Davis commented that the field of Human Relations and Motivations encompassed the fields of psychology, psychiatry, theology, philosophy and lifeology.

He illustrated how Psychological Problems of Administrative Management can be resolved into three parts: (1) Problems, (2) Cause and (3) Solution.

It was pointed out that agencies faced with problems of frequent management turnover can alleviate these problems through training.

In answer to a question as to how far a supervisor should go in being sympathetic with employees' problems, it was stated that empathy - understanding - was a more realistic attitude to adopt.

Dr. Davis' recommendation to managers was "Be a source of security for people in your organization."

Recorders:

R. C. Hess, AMS, Grain Div.

M. Ramsay, ARS, Plant Quarantine

WEDNESDAY MORNING - MAY 11, 1960

SUBJECT: THE ART OF DECISION MAKING

SPEAKER: MALCOLM H. HOLLIDAY, JR.
ASSISTANT ADMINISTRATOR (OPERATIONS)
FARMERS HOME ADMINISTRATION

Mr. Holliday serves as Assistant Administrator for Operations for the Farmers Home Administration, in which position he is responsible for the activities of the management divisions of the agency. Prior to entering the federal service, Mr. Holliday's career included eight years as general agent for life insurance companies in Kentucky and Tennessee, eleven years as publisher and general manager of a chain of weekly newspapers and commercial printing operations in eastern Kentucky and for a short time served as special assistant to U. S. Senator, John S. Cooper.

He serves as chairman of the agency's Work Organization and Training Committee, is a member of the USDA Management Improvement Committee and is a member of the American Society for Public Administration.

He attended Lees Junior College, the University of Kentucky and received an A.B. degree with a major in economics and sociology from Morehead State College, Morehead, Kentucky, in 1934. He was born in 1912 in Jackson, Kentucky, is married and has two children.

Personal Involvement in a Situation, plus Alternate Courses of Action, plus Possible Consequences, plus Our Own Sense of Values equals a Decision.

PERSONAL INVOLVEMENT IN THE SITUATION

Each of us is continuously involved in situations which require decisions of us; but it is equally true, that situations exist all around us which do not require decisions of us. It is a wise man who knows the difference. Usurpation of the other fellow's responsibility for making decisions, whether your partner, your supervisor or your subordinate, demonstrates poor judgment and poor administrative technique. One can't be sure of his involvement in a situation unless he is able to recognize the situation for what it really is.

POSSIBLE COURSES OF ACTION

The major hazard we face at this point is a lack of adequate experience to cope with the problem. But experience is not the only avenue to knowledge available to us. Our biggest mistakes result from our failures to inquire into the facts of a situation. It is usually our own pride which denies us the benefit of other's knowledge. Such pride is expensive. Of all the possible alternative courses of action in any situation, the one most likely to be overlooked is to do nothing. The second most ignored alternative is precedent. One other element must be considered in determining alternate courses of action and that is the element of time. No alternative need be judged worthy of merit if there are no means available to implement the decision.

The techniques of assessing alternatives can be developed with practice. The art of making sound judgments promptly depends primarily upon the studied application of well-practiced techniques.

PROBABLE CONSEQUENCES

In the public service, we operate within area delineated by legislative authority, administration policy, political expediency, and a group of forces that can be labeled "tradition." Within those confines, we must arrive at decisions which will attain a desired goal. Always, it is expected we will work toward the greatest possible good for the general welfare.

Presuming our capacities to pursue these three initial steps in decision making, assuring our personal involvement in a situation, determining possible courses of action, and recognizing the possible consequences, we move on to the fourth and most important of the factors involved in decision making.

ONE'S OWN SENSE OF VALUES

Just as the seasoning gives flavor to the food, so one's own sense of values gives substance to his decisions. A decision, once made and activated, becomes a tangible thing which can be evaluated just as one evaluates the taste of the food he eats. Those associated with us can pass judgment upon our decisions and can arrive at conclusions regarding the ingredients we put into our decisions. Out of the tug of war between conflicting influences, we have created our sense of value. In any one given situation, of which we are a part, these values exercise their influences as the final and determining factor in our judgments.

If one really wishes to create the habit of sound decisions, remember this: To every man you deal with, the most important decision you'll ever make concerns his problems. If the importance of his problems are important to you, you'll create a sense of sound values on which to make decisions.

It is the manner in which we deal with the small problems we encounter which gives us the practice to deal with the larger. Strangely, too, we seldom recognize the big situations for what they are until after our opportunities to deal with them are gone.

A situation problem was presented to the group for solution. The development of the discussion concerning this problem brought out the salient processes of decision making.

Among the processes of decision making discussed were: getting the facts in a case, reviewing the situation in its relationship to the total situation and weighting the consequences of the decision.

Recorder:

L. L. Davenport, AMS, F&V Div.

WEDNESDAY AFTERNOON - MAY 11, 1960

SUBJECT: EFFECTIVE LEADER BEHAVIOR

SPEAKER: DR. EDMUND AMIDON
GROUP DYNAMICS CENTER
TEMPLE UNIVERSITY

Dr. Amidon, a native of St. Paul, Minnesota, attended the University of Minnesota from 1948 to 1953. In 1953, he received two B.S. degrees - one in sociology and one in elementary education. After receiving his degrees, he decided to try and get teaching experience in both the elementary and secondary schools and taught for a year and a half in high school and one semester in the sixth grade.

Service in the Air Force for two years interrupted his professional life; however, in 1956, Dr. Amidon returned to graduate study at the University of Minnesota and received his Ph.D. degree in Educational Psychology and Child Psychology in 1959. At the present time, he is very much interested in doing research on the leadership role of the teacher in the classroom.

The existence of leadership is not new to our world. There has always been some type of leadership, but its concept has become more complex. The idea that leadership may be analyzed for the purpose of increasing its effectiveness is a relatively new one.

In this discussion, an attempt was made to present an approach to a better understanding and improvement of leadership through an analysis of the interpersonal act, which in our society takes the form of primarily verbal communication.

Many psychologists interested in the study of leadership have employed the technique of behavior analyses. Lippitt and White, H. H. Anderson and Flanders have conducted research on the effects of two patterns of leader behavior - democratic and authoritarian. The conclusion reached in all three studies supports the idea that there are certain predictable outcomes which result from the use of leadership patterns.

The Flanders system, which provides a model for characterizing leadership behavior in terms of a profile which accurately reflects a leader's behavior over a given period of time, was discussed at length. In the Flanders system, eight categories of leader behavior are employed.

Democratic, or indirect influence acts, are divided into four categories. These categories are: asking questions, praising or encouraging, reacting to emotion without threat and reacting to ideas without threat.

Four categories of authoritarian, or direct influence, are: giving information or opinion, giving directions, criticizing, and justifying behavior.

Since all leader's statements can be categorized into one of the eight categories, it is possible to characterize a leader as either generally direct or indirect and observe changes which occur in leader behavior as a result of a situation.

Such a system can be used to increase a leader's awareness of the kind of influence he exerts over other people.

One approach to the problem of determining the kind of direct or indirect behavior appropriate to a given situation is that of role playing, that is, acting out problem situations using different alternative responses to a problem. From this, it is possible to diagnose the meaning of specific kinds of behavior and to analyze possible alternative responses to a problem.

A hypothesis concerned with one situation frequently facing a leader is the one of dealing effectively with hostility. When a person's problem is expressed in an overtly hostile manner, it must be identified as to type of behavior after which the problem becomes one of selection of appropriate reactions to that hostility.

The hostility hypothesis is concerned with methods by which a person can be helped to lower his level of hostility, in order to be able to work more effectively on a particular problem.

There are three phases of behavior on the part of a leader reacting to hostility:

- (1) Reacting to the emotion in a non-threatening way.
- (2) Probing to determine whether or not the person is less hostile.
- (3) Trying to help the person find a reasonable solution to the problem.

By actually practicing some of the social skills involved and then analyzing what happens in a particular situation, we are made more aware of the factors involved in the interpersonal act and get a more objective look at ourselves interacting with other people.

At this point, questions were asked, followed by illustrations of reactions to hostility presented through a tape recording and role playing by the participants. From the discussion concerning the use of these methods, it was developed that there had been very little field work on which to base a decision, but laboratory work had shown that they were helpful in certain instances.

Tape recordings, showing hostility handled in different ways, were played and analyzed by the group using the methods described in the talk. The participants then divided into five groups and selected two participants from each group to role play a situation dealing with hostility, so that the ideas presented might be tried out. Following the role playing of each situation, the results were analyzed by the group with the help of Dr. Amidon.

Recorder:
M. Lloyd Van Doren, ASC

THURSDAY MORNING - MAY 12, 1960

SUBJECT: COMMUNICATIONS IN MANAGEMENT

SPEAKER: SYLVESTER R. SMITH, DIRECTOR
FRUIT AND VEGETABLE DIVISION, AMS
U. S. DEPARTMENT OF AGRICULTURE

S. R. Smith is Director, Fruit and Vegetable Division, Agricultural Marketing Service, U. S. Department of Agriculture.

"Si's" job covers a wide variety of programs and activities in the field of marketing and distribution of fruits and vegetables. Included are development and administration of marketing agreement and order programs; development of grades and standards, and operation of a nationwide inspection service for both fresh and processed fruits and vegetables; conduct of the fruit and vegetable Market News Service; development of USDA acreage marketing guides for vegetable and potato crops; administration of the Perishable Agricultural Commodities Act and other regulatory acts; and direction over other government programs to bring about improvement in the marketing of fruits and vegetables, including purchase, diversion, and export programs.

"Si" Smith was born in South Dakota and grew up in Wolf Point, Montana and its north country. He is a graduate of the University of Montana, and did graduate work at the University of California. He has been with the Department since 1934, first as agricultural economist specializing in price analysis on fruit and other crops, and since 1942 in various administration capacities. During World War II, he was in charge of civilian food program activities of the War Food Administration. In May 1956 he received a Distinguished Service Award. He has been in his present position from early 1946.

What do we mean by communications in management? The sharing of knowledge, views, ideas, desires, information among the right people to attain the desired objective. Good communications are essential in any organized effort. The primary function of the management job is the efficient utilization of the human resources available and to accomplish this, employees need to clearly understand policy established procedure and work assignments so that a reasonable amount of acceptable work may be produced.

Some consequences of faulty communication are:

- (1) An unacceptable state of staff development and utilization.

- (2) Rumors and often-damaging "grapevine" gossip.
- (3) Conjectures based on inadequate and inaccurate data.
- (4) Loss of respect and confidence in organization and supervisors.
- (5) All kinds of uncertainties, with attendant frustration, lowered efficiency and increased costs.

Conditions and practices necessary to insure a state of effective communications of conventional media, talking and writing, are of secondary significance. Establishing and maintaining the proper relationships between the boss and each subordinate is the very essence of effective communication. There must be appropriately prescribed standards, procedures and objectives for all aspects of the operation; an unobstructed flow of communications in all directions - down, across and up; a sound organizational structure reflecting appropriate consideration of established principles; adequate and appropriately prescribed policy, practices and methods - not too detailed and all inclusive, but so as to maintain a climate in which the people are encouraged to think; maximum participation of organizational members in work planning and policy and practice formulation; and the maintenance of an adequate control system to insure understanding, acceptance and adherence. (Adherence by the boss is imperative. The example he sets is one of the most potent of all media.)

The kinds of information every member wants, needs and should get are:

- (1) Objectives of the organization and how he fits into the scheme of things; how his efforts contribute to the attainment of such objectives.
- (2) The specific requirements of his job - what he's expected to do - how he's supposed to operate, and the results expected of him.
- (3) The nature and limits of his responsibility and authority, and his official relationships with others.
- (4) His rights and privileges.
- (5) Opportunities for advancement; assurance that the agency is interested in him as a person.
- (6) Commendations and suggestions for improvement.
- (7) Future plans and pending developments which may affect him.

Good communications are a managerial responsibility. A state of good communications won't originate and continue by itself. The manager has to work at it, hard and constantly. "Yes" men are an obstacle.

COMMUNICATION POINTERS

- (1) No organization can have good management if it doesn't have good communications.
- (2) Communication is a two-way street. You are not a good communicator if you are only interested in sending. You must also be genuinely interested in receiving.
- (3) Make certain that the same message is given to every one who should know.
- (4) One of the worst faults is slanting the communications you receive to agree with your own preconceived ideas.
- (5) We should communicate to all who should know (a) what we are trying to do (b) why we are doing it (c) how we are getting it done and (d) how good or bad it is after we have done it.
- (6) We communicate information not only through writing and speaking, but also in attitudes, feelings and motives - these latter are every bit as important as the information, and often much more significant.
- (7) Be friendly, sympathetic, and understanding - your employees and associates will respond and talk and write to you.
- (8) Welcome information and ideas and be receptive. You will dispel the fear others may have of communicating with you.
- (9) Dispel fear of imparting ideas and information you have, talk it over with parties involved.
- (10) Be a good listener - hear your employee out - develop empathy.
- (11) Don't assume that your listener understands or will remember what you tell him. Check back, and if necessary, back again.
- (12) Make sure the content, intent and purpose of what you say or write is understood.
- (13) Don't incriminate or be recriminatory.
- (14) Don't be selfish with your job ideas and information and those of your employees.

- (15) Don't be too busy, lazy, or indifferent to tell others who should know.
- (16) Don't be too slow in deciding what to communicate, to whom, when and how.
- (17) Don't think you know all there is to know about your job - you don't! You need the help communication can give you.

Recorder:
E. E. Nordberg, AMS, Agric. Est. Div.

THURSDAY MORNING - MAY 12, 1960

SUBJECT: SELECTING, DEVELOPING AND RETAINING TOMORROW'S MANAGERS

SPEAKER: L. W. KOENIG, Ph.D.
NEW YORK UNIVERSITY
NEW YORK, N. Y.

Mr. Koenig is a Professor of Government at New York University. He holds a Bachelor of Arts, a Masters and a Ph.D. degree from Columbia University, New York. Mr. Koenig has been employed as a Legislative Analyst in the Bureau of Budget in Washington and as an Administrative Analyst in the Office of Price Administration and the National Resources Planning Board. He served on the Foreign Affairs Task Force of the first Hoover Commission, as an Intelligence Specialist in the State Department, and also as a consultant to the New York State Civil Service Commission.

Prior to his professorship at New York University, Mr. Koenig taught at Bard College from 1944 to 1950. He has written two books on the Presidency, "The Presidency Today (1956)," "The Invisible Presidency (1960)," and is a joint author of a text "Public Administration," with Marshall and Gladys Dimock.

Mr. Koenig stressed the lack of recruitment of our best college graduates for Government career service. There continues to be fewer and fewer of these students for Government jobs each year.

What are some of the possible causes for this lack of interest on the part of these graduates:

- (1) They place more stress on private business' opportunities and the aspects of its social influence.
- (2) Their interests lie more in private careers, in family relationship and in the element of leisure.
- (3) There is little concern over the Government shortage of capable manpower.
- (4) They have certain misconceptions on the matter of patronage.
- (5) Lack of good public relationship on part of Government.

Some of the remedies would be:

- (1) A possible planned recruiting program.

- (2) Visits to campuses by Government employees to talk with students as are done by representatives of private business.
- (3) Develop vacation employment.
- (4) An improved examination procedure.
- (5) Intensive educational program.

The United States is the only major country which does not organize managers into a career system. In Great Britain, a recruit spends five years of training with various departments to learn the entire structure of the system. The manager is thus a generalist, has a remarkable grasp of the total job and its relating fields. Great Britain uses the system of "Inspection Corps" which checks on the employee's development. Stress is placed on job training and on the rotation system where the employee moves from one job to another.

What is management's responsibility toward developing talent in a subordinate. Some of these are:

- (1) Provide training programs on the job which in the long run is the most lasting.
- (2) Facilitate inter-departmental transfers.
- (3) Job rotation.
- (4) A period, say one year, of service in other agencies.
- (5) Delegate responsibility.
- (6) Set goals and policies by which the employee may be guided.
- (7) Maintain an inventory of the subordinate's skills and developments.

The objective will be to place the right man in the right job at the right time.

Recorder:
F. C. Tilghman, AMS, F&V Div.

THURSDAY AFTERNOON - MAY 12, 1960

SUBJECT: ORGANIZATION AND LEVELS OF AUTHORITY

SPEAKER: W. A. MINOR, ASSISTANT ADMINISTRATOR, MANAGEMENT
FOREIGN AGRICULTURAL SERVICE
U. S. DEPARTMENT OF AGRICULTURE

Born in Stone Mountain, Georgia, Mr. Minor received his B.S. from the University of Georgia in 1924. He has held the following positions: Instructor in farm accounting 1923-24; County Agent 1924-25; Farm Management Specialist 1925-35 at the University of Georgia; Agricultural Economist, Agricultural Adjustment Administration 1935-41 (Assistant to Administrator 1939-41); President, Production Credit Corporation of Columbia, South Carolina 1941-45; Assistant to Secretary of Agriculture 1945-53 (duties included coordination of management activities 1945-49); and his present position which he assumed November 25, 1953.

The establishment of organization and the delegation of authority and responsibility are essential parts of Management. Management is the process of planning, organizing, directing, coordinating and facilitating the work of people to achieve desired goals. It may also be defined as the skillful use of means to accomplish a purpose. These must all be considered in setting up an organization and assigning responsibility.

Some of the requirements for effective operation are: Sound policies; Competent leadership at all levels; Good planning; Efficient organization; Delegation of responsibility; Adequate communication; Coordination; and continued and periodic review of programs.

The Army Service Forces of the United States have developed a list of practical principles of organization which will help to guide us in our discussion.

- (1) Every necessary function involved in the mission and objectives of the organization is assigned to a unit of that organization.
- (2) The responsibilities assigned to the unit of an organization are specifically clear-cut and understood.
- (3) No function is assigned to more than one independent unit of an organization. Overlapping responsibility will cause confusion and delay.

- (4) Consistent methods of organization structure should be applied at each level of the organization.
- (5) Each member of the organizational structure should be applied at each level of the organization.
- (6) No member of an organization reports to more than one supervisor.
- (7) Responsibility for a function is matched by the authority necessary to perform that function.
- (8) Independent individuals or units reporting directly to a supervisor do not exceed the number which can be feasibly and effectively coordinated and directed.
- (9) Channels of command are not violated by staff units.
- (10) Authority and responsibility for action is decentralized to the units and individuals responsible for actual performance of operations to the greatest extent possible.
- (11) Commanding officers should exercise control through attention to policy problems of exceptional importance rather than through review of routine actions of subordinates.
- (12) Organization should never be permitted to grow so elaborate as to hinder work accomplishment.

The Types of Organization are:

- (1) Major process:
 - legal matters, statistics.
 - Tends to emphasize technical skills.
- (2) Major purpose of function:
 - research, marketing loans.
 - Centers attention on end results.
- (3) Persons or groups to be served:
 - housewives, farmers, warehousemen, processors, etc.
- (4) Geographic areas:
 - service to a definite area.
- (5) Product or commodity:
 - cotton, grain, livestock, etc.

In defining functions and responsibilities, it is important to arrange for participation of leaders in the organization so that they will be familiar with the decisions made and the reasons for them.

I note particularly that the subject assigned to me is organization and "levels of authority." If I were to issue a dictionary, I believe I would leave out the word "authority," but would put the word "responsibility" in large black letters.

According to the dictionary, "authority" is the "Right to control, command or determine and enforce obedience" or "authority is a power or right to direct the action of others - usually because of rank or office - to issue commands and to punish for violations." It is associated with the word "peremptory" and "dictatorial."

Responsibility is to do things "on one's own initiative or responsibility;" "Answerable or accountable as for something within one's power, or management." Implication of "trust" or "duty."

The ideal concept would be whenever two or more men band themselves together to conduct an enterprise, they agree among themselves as to how responsibilities are to be divided. When a leader delegates responsibility to a subordinate, he multiplies his energy and capacity and serves to define the function of his subordinates.

Decentralization places the responsibility of making decisions at points as near as possible to where actions take place.

With proper recognition as to overall policies, this is likely to get best overall results by bringing the greatest and most directly applicable knowledge and most timely understanding into the greatest number of decisions. Decentralization can be achieved only when the executive realizes that he cannot delegate a responsibility and at the same time, in fact, retain the responsibility himself. Many of us want decentralization to the maximum above us and centralization, in large part, below our level in the organization. A person who cannot delegate under proper circumstances should expect to be limited in his accomplishments and progress in the organization.

It is essential in good administration to be willing to change and take the lead in recommending or putting into effect needed changes. The importance of looking ahead to see changes which are needed to meet the changing responsibilities before being overwhelmed by them cannot be overemphasized.

Coordination is an essential element of any organization. The more complex the organization, the greater the problem of coordination. In defining the organization, overlappings are kept to a minimum, but to the extent that they occur or that actions in one area affect actions in another area, coordination must be provided. Persons in the line of responsibility are there for action. Staff personnel are advisory, information and for oversight to see that policy is known and followed. The staff usually deals with how something is

done, rather than what is done. The principal objective of coordination is for everybody to pull together, each contributing to the common objective and at the proper time. This requires a good communication, good relationships and good planning.

Relationships are of major importance in an organization. To avoid too great a strain on relationships, we need to avoid overorganization which complicates the coordination problem, places a strain on communication and results in poor relationships and ineffective action. To maintain proper relationships, objectives need to be fully understood and individual initiative within the overall objectives permitted or, better, encouraged. To be fully effective, an organization must have people with zeal and drive to move towards the established objectives. At the same time, it should have objective people who can properly evaluate the relationship problems involved and insert a word of caution at the proper time.

Maintenance of a logical and effective plan of organization is not a matter of chance or letting nature take its course. It requires continuous study, development, adjustment to changing conditions and continuous review to see that the plan is properly understood and working effectively. Good administration can make a poor organization function even though not at full effectiveness. Poor administration can quickly wreck a good organization.

The greatest of all arts, it is said, is the ability to create circumstances which cause people to want to produce to the maximum of their capacity, not because they have to, but because they want to do so.

Recorder:
J. P. Engle, AMS, F&V Div.

THURSDAY AFTERNOON - MAY 12, 1960

SUBJECT: PROMOTING PUBLIC RELATIONS

SPEAKER: PHILIP ALAMPI, SECRETARY
STATE OF NEW JERSEY DEPARTMENT OF AGRICULTURE

Born May 13, 1912, Mr. Alampi now resides in Pennington, N. J. He is a graduate of Glassboro High School and obtained a B.S. in Agriculture from Rutgers University in 1934 and a Masters degree in Education from the same university in 1945. A member of Phi Beta Kappa, Alpha Zeta and Phi Delta Kappa, Mr. Alampi has been Secretary of the State Department of Agriculture since July, 1956.

He also spent a number of years on radio and television.

In his introduction, Secretary Alampi stated the objective of this Workshop is to improve service. One of the methods is through better Public Relations.

He went on to define public relations, stating "if the public thinks well of a group, that group is said to enjoy good public relations. If the reverse is true, than that group suffers because of poor public relations."

Every organization is on trial before the public. It is being challenged as to performance, service and other criteria; however, organizations performing public services are more vulnerable to criticism and more ridicule than private organizations. Much of this attitude is groundless, much is unfair, but an overabundance is apt to retard Government programs, promote lack of confidence, cause ill will and embarrassment. To overcome this ridicule, it is necessary to regain good will through a program of good public relations. He continued with some observations made from his experience in conducting a radio farm program, plus four years as Secretary of Agriculture for the State of New Jersey which were outlined and offered as constructive criticism.

Secretary Alampi reminded us of the principle that our Government is responsible to the people, that our authority stems from the people and under our American system, as public servants, there is an obligation to keep the people informed.

Sharing your knowledge with the public by using plain terms, instead of technical language, will often avoid misunderstanding and distrust. Timing is another factor in maintaining good public relations and good will.

He further stated that a job well done is no longer the basis on which performance is judged today. You all know of instances when individuals, through planned publicity, have won favorable recognition and may achieve more progress despite mediocre performance. Let's acknowledge that can happen. Remember, that is the competition you may face when you are seeking support for your work.

It was emphasized that through favorable and consistent publicity, the problem of recruiting students in the agricultural field might be eased.

In conclusion, Secretary Alampi urged that provisions for publicity and information be provided in all plans.

Recorder:

H. M. Kenyon, AMS, F&V Div.

FRIDAY MORNING - MAY 13, 1960

SUBJECT: MANAGEMENT CONTROLS

SPEAKER: WILLIAM ONCKEN, JR.
RICHARDSON BELLWS, HENRY & COMPANY, INC.
NEW YORK, NEW YORK

Mr. Oncken draws upon an unusually rich background in industry, education and government.

In April 1959, he resigned from the New York Central System where for three years he had been Director of Management Development and shortly thereafter, accepted his present position as a Principal of the management consulting firm of Richardson Bellows, Henry and Company, Inc. At the same time, he was appointed by the Alexander Hamilton Institute as its Advisor on Management Development.

Born in Buffalo, New York, he received his B.S. degree from Princeton in physics and subsequently did graduate work at Columbia where he was elected to Kappa Delta Pi, an honorary scholastic fraternity in education. He has served in such varied capacities as geophysicist with the Geophysical Research Corporation, as head of the science department of the Stony Brook Preparatory School, and as a member of the board of directors of the Southwest Oil Corporation. In addition, he is past chairman of the National Capital Area section of the American Society for Engineering Education and is a member of the employee relations advisory board of the National Foremen's Institute. After his release to inactive duty with the rank of Lieutenant Commander, USNR, in 1946, Mr. Oncken took on a series of important personnel and training assignments with each of the three military services.

During the past several years, he has been a principal lecturer on communications at the George Washington University, on management development at the American Management Association, and on business policy at the New York Institute of Credit.

Mr. Oncken's professional speaking activities are sponsored by the Alexander Hamilton Institute as a part of its nationwide program of business education.

The subject of management is different from other subjects, since in most other fields one can usually find a textbook where the answers can be found in the back of the book - but not so with management! In management, there is no textbook that carries the answers in the back. There is no right way of doing anything. As a matter of fact,

there is no wrong way of doing it either. There are only more economical and more efficient ways of doing things.

The principles of management are very useful in criticizing a manager's work, but the things that cannot be criticized are the flair, the spirit and the tempo of the way that he carried it out.

The functions of Management are:

- | | |
|-----------------|------------------|
| (1) Planning | (3) Directing |
| (2) Organizing | (4) Coordinating |
| (5) Controlling | |

The above items are the full scope of a boss' legitimate questioning. They are what the boss wants out of your job!

There is someone else who wants something out of a job beside your boss - YOU! Every person wants: (1) Opportunity (the biggest gold mine of management), (2) Recognition (the dignity of each person's personality be fully recognized). If a person's aims over a period of years are degenerating, they are getting nothing of what they want. (3) Belonging (the pride of belonging to a winning team which can be extremely satisfying, and (4) Security (the ability to plan ahead with confidence).

There are two kinds of Security:

- (a) Economic Security (the first requirement being regularity).
- (b) Emotional Security (the ability to plan ahead with confidence with your subordinates, your equals and your boss.

These are both elements of motivation. One may considered the cylinder and the other the spark plug.

Management Control is too often administered by the controller. The controller can be likened to a pilot in a cockpit of a plane who can read the instrument panel, but cannot operate the plane. There are too many organizations that are trying to improve maintenance in the field by stomping on the individual's personality which destroys recognition. Management should take the "round trip" principle which was defined as mutual understanding on the part of both the employer and the employee. A person must not only know what management wants out of his job - he must also know what he wants out of his job.

In Management, the budget is used chiefly as a tool of control. It is the top man buying something and expecting delivery. This is the reason for training schools. The danger lies in the fact that sometimes, activity is forced without purpose. The "round trip" theory is very important in the use of the budget as a planning and control device. Control can be accomplished by just using the information you already have, rather than creating a new vehicle to gather more information.

The question was asked as to the number of management control organizations in existence. It is my belief that everyone is a controller. The savings in most service organizations is accomplished by job abolishment which should be done in a humane manner, rather than an inhumane way.

In regards to adequate training for the management control supervision, one must develop a curiosity about one's surroundings. That means having an interest in living life to the full. We are a society that respects "specialization." "YOU SHALL BE A GENIUS, BUT YOU SHALL NOT ACT LIKE ONE."

Many times, management will do a lot of planning for naught. The answer lies once again in the "round trip" theory. As a substitute for many of the reports that we now have, we should establish certain criteria: Staff Organization, Good Morale, etc. Morale is evidenced by "personal pride." It can be detected by personal inspection, rather than by forms and reports.

Recorder:
H. Kushlan, AMS, F&V Div.

WORKSHOP EVALUATIONS

Eugene M. Carlucci

Maynard J. Ramsay

James P. Engle

Frank C. Tilghman

Harry M. Kenyon

M. Lloyd Van Doren

I have been asked to speak on the topic:

DID THE WORKSHOP GIVE ME ANYTHING THAT I CAN PUT TO PRACTICAL USE?

My answer is that it most certainly has contributed information which can be put to practical use.

My job includes the investigation of complaints filed against concerns in the fresh and/or frozen fruit and vegetable industry. In the course of these investigations, I sometimes meet people who are definitely hostile. Often, it is quite a problem to handle these people in a manner that will permit me to get my work done and still not agitate them.

Dr. Amidon's talk on the hostile hypothesis will be of assistance in handling such incidents in the future. Also, if I am successful in handling these situations in a better manner, I cannot help but follow Mr. Alampi's suggestion and improve public relations.

Dr. Davis' lecture taught me to handle situations with associates by not jumping to conclusions or attempting to solve a problem by looking for a solution until I first had calmly determined just what is the problem. After determining the problem, the next step is to find the cause. Careful consideration of the problem and the cause will be more helpful in solving the problem than attempting to find a solution without bothering to determine the cause.

I also feel that applying Mr. Holmaas' nine steps of management philosophy would make anyone a better manager. In the interest of brevity, I will not repeat these steps which are shown in the text of Mr. Holmaas' talk.

Mr. Smith's talk covered communication in management and it emphasized the need of communication in good management. Each of the other speakers mentioned the need of communications in good management, so this need was vividly impressed upon me. In this connection, I intend to make a determined effort to improve communications, both written and oral. I intend to do this by attempting to make my memos and letters shorter but more inclusive. Oral communication could be improved by being a good listener and not interrupting to express an opinion before the other person is finished talking. We should all remember to create a proper climate so that subordinates will not hesitate to come to us with their ideas and problems. Failing in this, we can not have good communications.

This probably does not come under the heading of practical use of knowledge gained from the Workshop, but I have suddenly realized that I have become stagnant; I have led myself to believe that I have been too busy to do any

outside reading and as a result, I have been drawing into a shell, rather than gathering a broader knowledge. This Workshop has stimulated me and created a desire to read the reference books and material suggested by the speakers.

The Workshop has started me seriously thinking about management and its problems, something I had not done previously. This alone can not help but be beneficial because the more you think about something, the more you work at obtaining knowledge about that subject, thereby improving yourself.

In closing, may I say that this group is composed of the friendliest people with whom I have had the pleasure of being associated. The opportunity to meet, talk with and be one of you has been a warm and rewarding experience. I have thoroughly enjoyed every moment and have reaffirmed my belief that people in Government service are nice.

WHY I THINK I WAS SELECTED TO ATTEND THIS WORKSHOP.

I can think of two reasons:

- (1) gain more knowledge about the programs and operation of the Department, and gain increased knowledge that can be put to use in my present position, or
- (2) take on a position that requires more management skill.

HAS THE WORKSHOP ACCOMPLISHED ITS PURPOSE AS FAR AS I AM CONCERNED?

Yes. As I understand them, the objectives were:-

- (1) To aid USDA administrators acquire management skills and strengthen their knowledge of sound management practices.
- (2) To assist USDA administrators in gaining a practical understanding of the Department, its agencies and programs.

All through the Workshop, we have heard about good communications being essential. We have heard about creating the right climate, objectives, plans, motivating, organizing, and directing. What we are expected to do, why we do it, and how is the best way to get it done.

I witnessed a good example of it here at the Workshop.

The communications were delivered to us by top representatives of Education, Industry and Government, all leading to the objective of the Workshop. The climate of the Workshop was conducive to thinking and attentiveness. I can't recall ever seeing a group

of people so intent as far as I am concerned and I know from the comments I have heard from the group, that the Workshop has accomplished its purpose.

Going back to communications, we heard that communications was a two-way street, which means the information obtained here can be carried back and put to good use in my present position and also passed on to others.

DID THE WORKSHOP GIVE ME ANYTHING THAT I CAN PUT TO A PRACTICAL USE?

I just wonder how anyone could attend a Workshop such as this, be a participant in it, rub elbows with all you swell guys, be associated with Bill Jones and his staff, and have sat and listened to these fine speakers without an awful lot of it rubbing off.

I am sure that I could not answer right now as to what practical use I could put this. I think it's going to take some time before a lot of this material is going to be assorted in my mind. I am aware of all that was told me here and I don't see any reason why a lot of it isn't going to come out and affect my future as a manager in New York.

The question directed at me is:

DID THE WORKSHOP GIVE ME ANYTHING THAT I CAN PUT TO A PRACTICAL USE?

I am sure that most of you know I am a Training Officer. I have just recently received a lateral transfer to an administrative job. Thus, I am now in a position to use not only the managerial information presented in this Workshop, but also the training techniques and devices so ably demonstrated. I am referring, of course, to the Incident Process and Role-Playing. I had heard about Dr. Pigors "Incident Process" before coming to Atlantic City, but I had never seen it demonstrated, nor participated in it. Now that I have had that opportunity, I recognize it as a worthwhile training tool to use in our Supervisory Development Course and in similar Workshops.

The device of role-playing will likewise fit into our basic training program for Plant Quarantine Inspectors. I believe that we can use this technique to simulate the situation on the pier when an inspector is called upon to intercept contraband foreign plant material or meat in the possession of a passenger arriving from abroad. Sometimes he encounters no small amount of hostility!

In addition to the foregoing, I can put the detailed factual information about the Department that we gleaned from Mr. Wylie to good use in our foreign training course. Plant protection personnel from other countries are eager to learn all they can about the Department and current, inside information such as we received, is difficult if not impossible to obtain from the usual sources.

In the final analysis, however, the most valuable benefits that I will derive from the Workshop are you people whom I have met and with whom I have had the pleasure of working, dining and living for this memorable week. I am sure that these human relationships we have established here will have far-reaching effects in the future conduct of my work.

WHY I THINK I WAS SELECTED TO ATTEND THIS WORKSHOP.

I have had no extensive training, or instruction, in the field of Management, other than that normally given to one by his immediate supervisor.

This form of training is necessarily limited and I believe the management aspects do not receive adequate attention.

I suspect similar conditions might exist for many of you who are attending this Workshop.

While these managerial responsibilities have been performed without benefit of any special training, it was felt that my performance would be materially improved by attending this T.A.M. Workshop.

It follows then, that by my attendance, the Government should expect to derive certain returns. With the increased emphasis on the importance of good management, concentrated attention to the principles involved is appropriate.

Now as to the question:

HAS THE WORKSHOP ACCOMPLISHED ITS PURPOSE AS FAR AS I AM CONCERNED?

I feel that it has.

It has aided me in improving my understanding of management principles. It has given me a broader concept of the problems involved and has suggested ways by which these problems might best be handled.

This results from the fresh perspective made possible by my participation in this conference.

Paraphrasing the remark made last Tuesday morning by Mr. Holmaas:

"I did not come down here with the idea of getting an A+ in this training course - but I did come with a curiosity."

I came down here for the express purpose of getting some ideas which I hoped might be useful to me in turning in a better performance as a manager.

WHY I THINK I WAS SELECTED TO ATTEND THIS WORKSHOP.

It could be that I was the only one available in our office - our Assistant Administrative Officer attended the Workshop last fall, our Fieldmen are near retirement and the other Program Specialist was busy with wheat allotments.

Actually, I feel that my Administrative Officer, with a little internal appraisal, to use one of the terms encountered this week, and knowing my limited USDA background realized my need for this type training.

To follow this through with a little self-appraisal, it was only two years ago that I started working for the USDA after having farmed for eighteen years. I enjoyed farming, but declining prices and drought years brought me to the realization that if I were going to educate my children and "keep up with the Jones'" so to speak, I would have to make a change. When I was offered a position with ASC, I welcomed the opportunity. I have no regrets. I still farm and I enjoy my work with USDA.

Being a farmer for eighteen years doesn't mean you have no management experience. Like any business, you don't last long if you don't have some capability in this line.

My present work deals with farmers. I know their problems and how most of them think.

Although my work is related to farming, it is a long way from being that and I need all the experience and training that I can obtain.

HAS THE WORKSHOP ACCOMPLISHED ITS PURPOSE AS FAR AS I AM CONCERNED?

To me, this seems almost like a foolish question because I can't see how any one of us can answer it in any other way but "Yes." In my own case, it has brought me to a greater realization of my shortcomings and need for improvement.

Over these years of farming, with a typical farmer's sense of independence, I've picked up a lot of habits - some good, for which I'm thankful, and some bad, which I'm trying to change. What I've learned this week, will certainly help me here!

During the last few days, it has been my privilege to listen to distinguished men with many years of experience in the field of management. From these talks and discussions, I feel that I have learned many things that will benefit me and the people I work with.

Spending this pleasant week here with representatives of other agencies has given me a greater insight into the Department and a greater sense of belonging to the Department of Agriculture.

I would like to thank Bill Jones and his committee for extending me the invitation to attend this Workshop. It was a week well spent. I think the committee did an excellent job.

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